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ABSTRACT

There is a need for assessment programs, systems, or processes that yield or provide meaningful and long lasting results within a athletic sport or program, enabling professionals as well as athletes to correctly ascertain the benefits of the experience for the students as well as areas which need strenthening or changing. This paper summarizes the components of one specific on-going evaluation system of the intercollegiate athletic experience for more than 600 student-athletes. The evaluation system involves a process which provides insight into the adequacy of the: (1) athletic coaches; (2) athletic administrators; and (3) actual athletic program. The purpose of the process is to provide a more complete and accurate picture of what is presently taking place in terms of the total athletic experience for the athletes so that a corrective or reinforcement action can take place. An outline of the duties and responsibilities of athletic coaches is included. (JD)

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THE PRAGMATIC VERSUS THE PHILOSOPHICAL APPROACH TO COACHING SPORT -- THE ASSESSMENT OF THE ATHLETIC EXPERIENCE BY ATHLETES

A Paper Presented at the United States Olympic Academy XII, June 17, 1988,

The Pennsylvania State University

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THE PRAGMATIC VERSUS THE PHILOSOPHICAL APPROACH TO COACHING SPORT -- THE ASSESSMENT OF THE ATHLETIC EXPERIENCE BY ATHLETES

INTRODUCTION:

A significant aspect of any athletic program centers around the willingness to have the athletic experiences, which are provided for the student-athletes, improved by the athletic administrators and coaches. However, in order to have a sound basis for improvement of any athletic program, any athletic experience, it is first necessary to have a vehicle or system by which an accurate evaluation of the existing program or athletic experience can be assessed.

When viewing the athletic experience in terms of evaluating its effectiveness, one is frequently torn between the pragmatic perspective and the philosophical or theoretical perspective. That is, between what some might term **reality** and **fantasy.** It is certainly easier to theorize about assessing the athletic experience in terms of whether or not said experience significantly contributes towards the established goals and objectives of the total athletic program than to actually implement an appropriate and valid assessment PROCESS or system. It is always seems "easier said than done."

Unfortunately, when it comes to the topic of the assessment or evaluation of athletes' experiences with a specific sport or sport season, there seems to be more theories in evidence than actual concrete, successful programs of assessment. What is needed are assessment programs, systems or processes which yield or provide meaningful and long lasting results (data) within an athletic sport or program, thus enabling professionals as well as athletes to correctly ascertain the existing strengths of the experience(s) for the students as well as the specific weaknesses or areas which need strengthening or changing so that the athletic sport experience can be improved.

The information I am sharing with you today summarizes the components of one specific institution's current, on-going evaluation system of the intercollegiate athletic experience for more than 600 student-athletes. The evaluation system involves a PROCESS which provides insight into the adequacy of the (A) athletic coaches, the (B) athletic administrators as well as the (C) actual athletic program. The purpose of the PROCESS is to provide a more complete and accurate picture (snapshot, if you will) of what is presently taking place in terms of the total athletic experience for the athletes so that corrective or reinforcement action can take place.

It is very important that one understands the major objective of the athletic department's current assessment PROCESS insofar as (A) the experiences of the student-athletes, (B) the athletic coaches and (C) the athletic administrators are concerned. The assessment activities comprising the **TOTAL EVALUATION PROCESS** are not and must not be considered to be punitive in nature. Rather, the major objective is to assist (being in a HELP mode) the individual coaches, the athletic administrative staff and the student-athletes themselves to either improve performance in various areas of

responsibilities or to maintain or refine the high level of performance which is currently taking place. The PROCESS is to be seen (and IS SEEN) as a non-threatening experience.

The PROCESS of the evaluation system, the activities involved, are seen as means to a greater end, as the means by which coaches, athletic administrators and support personnel, as well as student-athletes, can seek to determine how they are doing in a wide variety of areas associated with their respective duties. Similarly, the PROCESS and the END RESULTS (subjective and objective data revealed) are seen as a means by which coaches, support personnel and administrative staff are able to attempt to develop strategies for improving and/or strengthening a variety of competencies in any number of areas, based upon both subjective and objective data.

The total personnel assessment process, naturally enough, begins with the selection and hiring of individual coaches. This involves a careful determination of the needed *minimum and preferred qualifications* of potential candidates being sought for the position coupled with a careful screening process of those candidates actually selected for interview by the appropriate committees, groups and individuals. Once hired, and before the season begins, each coach is oriented to the duties and responsibilities expected of that particular coach by selected members of the athletic administrative team. As part of the orientation experience, each coach receives a copy of the updated athletic department handbook. This handbook contains a rather detailed section dealing with the *criteria and expectations of head and assistant coaches*. See Exhibit A. This sharing of the expectations of all coaches enables the staff to know, in advance, what is expected of them. The review and evaluation activities conducted within the athletic arena are accomplished in light of the expectations, the criteria listed within the department handbook.

As a continuation of the orientation process, the athletic director as well as other athletic administrators meet periodically, both formally and informally -- individually and collectively, with newly hired coaches, to review the coaches' needs and to review expectations which the coaches might have as well as to review the expectations which the institution and the athletic administrators have of them as coaches.

PRIOR TO THE INDIVIDUAL SPORT SEASON:

The athletic director meets, on an individual basis, with ALL new coaches as well as with ALL coaches already on staff for the purpose of reviewing the upcoming season (in light of past seasons, if appropriate) and to engage in a discussion with each coach in the areas of mutual expectations within the upcoming season(s). The athletic director also meets with each team prior to the season and carries on a dialogue with the team members (athletes) in terms of the expectations and needs of the team (individually and collectively), the athletic staff and the athletic program for the upcoming season.

DURING THE INDIVIDUAL SPORT SEASON:

Periodically, the athletic director meets individually with all coaches

to review the goals and expected progress of each sport for the present sport season and to determine what needs might exist for each sport at any particular time. Needless to say, the athletic director is always available for meetings with athletes and members of the athletic staff at any time during the entire academic year. In fact, the athletic director reserves the hours between 3 p.m. and 6 p.m. for daily visits with various teams during their practice sessions ("administration by walking around and being visible" *AWABV*). During this time period, as well as other times, the athletic director utilizes accidental, incidental and planned meetings with athletes, students, athletic staff and other constituencies in an effort to develop an accurate picture of the operation of the total athletic department as well as the operation of individual sport programs.

The athletic director takes advantage of such opportunities to convey new information or to reinforce previously shared information with the athletic staff via verbal communications as well as *written memos*. See Exhibit B.

The athletic director -- approximately three-fourths through each team's regular season -- meets with individual teams and administers a 78 item instrument, the *Student-Athlete Assessment Form (SAAF)*, to the student-athletes, without the coaches being present. See Exhibit C. Of these 79 items comprising the *SAAF*, 71 are designed so as to have the athletes' responses statistically tabulated via the computer, that is, the athletes utilize an "answer sheet" which can be scanned by the institution's central computer. See Exhibit D. The seven remaining items require narrative type responses to be hand written by athletes.

The *Student-Athlete Assessment Form (SAAF)* has been designed to play an integral part in the overall athletic assessment process within the State University of New York College at Brockport. This instrument is completed by individual student-athletes on a team-by-team basis. The instrument was created by Dr. William F. Stier, Jr., in 1983 and revised in 1984. Mr. Larry Humm, an expert computer analyst and the college's administrator in charge of implementing the evaluation of teacher effectiveness on the total campus, teamed with Dr. Stier in 1985 to further refine the instrument and to make possible the computerization, the tabulation of the data gathered via the instrument. The academic year 1985-86 saw selected teams (both women and men) utilize the instrument as part of a pilot project. Starting with the 1986-87 academic year, and following further refinement of the instrument and the overall implementation process, all varsity teams at SUNY Brockport have been administered, on a team by team basis, the *Student-Athlete Assessment Form (SAAF)*.

Following the gathering of the completed evaluation instruments *(Student-Athlete Assessment Form (SAAF))* and the *computer score sheets* from the athletes, the athletic director sends the computer score sheets to the DATA PROCESSING office on campus for tabulation and sends the narrative responses to the DOCUMENT CENTER on campus for compilation and final typing, in a summary format. Simultaneously, the secretarial staff within the DOCUMENT CENTER types the students' responses to each "narrative question," in summary form. Of course, complete anonymity is maintained with all responses. The results of the *computer generated responses*, as well as the summary of the *narrative responses* are provided to the athletic director

within seven working days. See Exhibit E. The athletic director then shares the summary report containing the *computer generated* and *narrative responses* with the appropriate head coach, thereby allowing for an independent review by both the athletic director and the head coach.

FOLLOWING THE CONCLUSION OF THE SEASON:

Shortly following the conclusion of each individual sport's season, the athletic director schedules an individual meeting with the athletes, as a team, of each sport, on a sport-by-sport basis. During this team meeting, the athletic director and the student-athletes carry on a dialogue -- in terms of the immediately past season -- without the presence of the coaching staff. As part of the introductory comments, the athletic director verbally poses four general questions for the purpose of initiating responses from the athletes.

(1) Did the athletes (individually or collectively) have FUN?
(2) Did the athletes take PRIDE in what they accomplished (individually or collectively)?
(3) Knowing now what the athletes know, or feeling now what they feel about the season just past (hindsight), would they (individually) TRY OUT FOR THE TEAM AGAIN if they could go back in time to the very start of the just completed season?
(4) Did the students really LEARN "SOMETHING" from their recent experiences in terms of the affective, cognitive and psychomotor domains? That is, can the athletes articulate what they have learned?

If the answers, to all four questions are "YES" -- the athletes have indeed had a truly super season. If the answer is "YES" to three of the four questions, they have had a great season. If the answer is "YES" to two of the four questions, they have had a fine season. If the answer is "YES" to even one of the four questions, the athletes have had a minimally meaningful season. However, if the athletes cannot honestly answer "YES" to even one question, then something is lacking, or is perceived to be lacking, by the student-athletes. Additionally, in this situation, the athletic administrators, support personnel and coaches, have neither met nor satisfied the student-athletes' real or perceived needs. Of course, there is also the possibility that the students have failed themselves, to some degree.

The dialogue at this end-of-season meeting is continued between the athletic director and the athletes by using the above four questions as a basis for further discussion, the asking of questions and the exchange of information. By the time of each of these meetings, the athletic director would have had an opportunity to review the data revealed through the *Student Athlete Assessment Form (SAAF)* so that meaningful conversation could be encouraged in specific areas of concern, as indicated by the athletes' prior responses to the *SAAF.*

During these meetings, the athletic director openly solicits suggestions from the athletes as to how the athletic experience (academic, athletic, social, etc.) could be improved -- from the athletes' perspective and offers to answer any questions -- on any athletic related subject -- which the athletes might wish to pose.

In terms of the coaches, after each sport season has ended and after the athletic director takes advantage of the opportunity to conduct the end-of-season meeting with members of each sport team, the head coach of each sport and the athletic director meet together individually. Together, the athletic director and each head coach examine the just completed sport season. This review of the athletic experience is completed in light of (A) the stated criteria for coaches, (B) the desire for the head coach and athletic director to become even better professionals in their respective areas of responsibilities, and (C) the desire to provide for an even better athletic experience for the students participating in the sport in question. Specifically, the athletic director and the head coach review, in light of the present criteria for coaching performance, the:

(1) Computer generated data from the athletes *(SAAF)*
(2) Narrative statements of the athletes *(SAAF)*
(3) Verbal comments which the athletes shared with the athletic director in the end-of-season meeting between the athletic director and the team members
(4) Verbal and/or written comments provided by athletic administrative and support staff to the athletic director after the season. See Exhibit F, *Instrument for the Assessment of Coaching and Athletic Administrative Activities (IACAAA))*
(5) Other data -- gathered by the athletic director via subjective or objective means -- relative to each coach's actions and/or inactions in light of the goals and objectives which the head coach had been previously made aware of through verbal and written communications between coaches and the athletic administrators. The data includes, but is not limited to, previous written year end report(s), goal statements established by the coach and the athletic director for the just completed season, and written and verbal evaluation statements provided by athletic administrators and staff members who have professional involvement with the coach, and information revealed from the *Official's Post Game Comment Sheet (OPGCS)*. See Exhibit G. Of course, all evaluation assessments are made in light of the stated criteria for the staff member in question as outlined in the department handbook and in light of the expectations which the athletic director and the college had made known to the head coach in individual communications.
(6) The coach's *End of Season Report (ESR)*. See Exhibit H.

At this end-of-season meeting between the athletic director and the head coach, the athletic director provides an administrative assessment and review of the just completed season (time between the conclusion of the previous season and the conclusion of the just completed season) with the head coach. The athletic director also provides, in this meeting, suggestions and guidance (and directives, if necessary) to the head coach in terms of the conduct and accomplishments of the head coach, the team and individual athletes. Each coach, likewise, is able to share input, suggestions and requests with the athletic director as well as to provide an overall and specific assessment for his/her sport(s) to provide views on what goals and objectives should be sought in the future, with specific time lines established. The head coach also provides his/her recommendation(s)

regarding any assistant coaches working with the head coach. Both the athletic director and the head coach work together to agree, by consensus if possible, and by the directive of the athletic director if consensus is not possible, upon the goals and objectives and available resources for the upcoming months and the future season(s).

The athletic coaches have an additional opportunity to provide specific, written assessments of the athletic director and the other members of the athletic administrative staff by completing the *Athletic Administrative Assessment, Evaluation and Review Form (AAAERF)*. See Exhibit I. This instrument enables each head coach, on an anonymous basis, to provide insight, evaluation and suggestions in terms of the responsibility and competency of all members of the administrative staff.

The administrative staff, as a whole as well as individually, reviews the tabulated data in light of the aim to improve areas of administrative deficiency and to reinforce those areas identified as strengths. In response to these forms being completed, the athletic director provides a general written response, dealing with each of the 32 items within this instrument, which is shared with the entire athletic staff (along with the actual tabulation of the coaches' responses) during the summer months. In this report to the total athletic staff, the athletic director attempts to (1) answer any question raised, (2) provide additional information in any area in which such is deemed warranted by the evaluation responses from the coaches, (3) share additional information regarding changes which are being implemented or being considered (with time lines, if possible) as a result of suggestions and input from the coaches who completed the *AAAERF*, share information as to why specific suggestions cannot or are not going to be implemented or considered further.

UTILIZATION OF DATA AND INFORMATION COLLECTED:

Based upon the collection of data as explained above, the athletic director makes recommendations to the Dean (and through the Dean to the Vice President, and eventually to the President) regarding the promotion, retention and renewal, non-renewal, separation, removal and replacement of athletic coaches, both full and part-time.

Both subjective and objective criteria are utilized and there are no apologies for this fact. Coaches make subjective judgments in their coaching activities on a constant basis. Similarly, athletic administrators must make subjective judgments in their administrative work as well. There is nothing wrong, improper or unusual with utilizing subjective criteria in the assessment of performances by coaches or by athletic administrative staff. Decisions based upon subjective evidence and feelings are as necessary and valid as decisions and interpretations based upon purely objective evidence.

RECENT ACTIVITIES:

The athletic director has recently established a departmental ad hoc committee composed of both full and part-time coaches and athletic administrators to work on the task of improving the assessment process and defining the criteria by which FULL TIME teachers/coaches can be legitimately

and appropriately evaluated in light of established and agreed upon criteria and to satisfy the general institutional requirements for satisfactory or minimally acceptable achievements and work in the areas of (A) Mastery of Subject Matter, (B) Scholarship, (C) University Service, (D) Teaching and Coaching Effectiveness, and (E) Professional Growth and Development. The athletic department has now concluded its charge and has created a recommended set of evaluation criteria for full time professors who also assume coaching responsibilities. The document is currently under review by members of the central administration. It is anticipated that the new criteria will be implemented sometime during the 1988-1989 academic year.

CONCLUSIONS:

It is clearly apparent that the specific athletic PROCESS outlined within this document is an initial, but nevertheless significant, step towards the assessment of the total student-athletes' experience. The assessment PROCESS is an evolving one, an on going one, and necessitates that athletes, coaches, support personnel, athletic administrators as well as central administrators recognize the limitations of any such "system" and honestly work to achieve the ultimate twin objectives, i.e., (1) to achieve a better, more meaningful athletic experience for athletes, and (2) to provide a means, a vehicle by which the professionals staffing the athletic program will be able not only to obtain a realistic and accurate perception (snapshot) of their performance and competency, but also are able to receive assistance and guidance in their attempts to improve their level of competency in any number of areas related to their responsibilities within the athletic program.

One of the consequences of this entire assessment process is that there has been more substance and credibility placed into the evaluation PROCESS itself. Athletes, coaches, athletic administrators and central administrators know that an honest, good faith effort is being made to establish a meaningful learning experience for the student-athletes, one in which data (not mere anecdotal stories) are utilized as a foundation for important decision making in the area of organization and administration of the athletic experience provided for the participants, the athletes themselves.

EXHIBITS

Exhibit A: Summary of Expectations of a Head Coach (excerpts from the departmental handbook)

Exhibit B: Memo to Coaches -- Expectations

Exhibit C: Student Athletic Assessment Form (SAAF)

Exhibit D: Computer Score Sheet for SAAF

Exhibit E: Computer Summary of 71 Items Within SAAF

Exhibit F: Instrument for the Assessment of Coaching and Athletic Administrative Activities (IACAAA)

Exhibit G: Official's Post Game Comment Sheet (OPGCS)

Exhibit H: End of Season Report (ESR)

Exhibit I: Athletic Administrative Assessment, Evaluation and Review Form (AAAERF),

. . . end . . .

Summary Outline Of A Head Coach

I. Administrative Duties

- A. Management of staff members and volunteer coaches
- B. Community Relations -- coaches, sales persons, press service, etc.
- C. Parents -- generates good rapport with parents of players
- D. Services
  1. Plans for transportation, travel, lodging and meals for team
  2. Follows institutional and departmental policies on matters related to requisitioning and purchasing
  3. Insures that thorough physical examinations are obtained before practice begins by all players involved and works closely with trainer and team physician
  4. Handling equipment -- uses sound judgment in recommending the purchasing of equipment and supplies as well as the utilization, collection, and issuance of athletic equipment
  5. Records and Statistics -- maintains adequate records, statistics of player personnel. Cooperates with registrar and athletic director on all matters pertaining to athletes' eligibility. Completes end of season written report.
  6. Game details -- makes adequate provision for pre-game, half-time, and post-game activities with squad
  7. Game or event scheduling as delegated and as outlined in the athletic handbook.
- E. Teaching -- demonstration of competency in teaching and evaluating students within the classroom setting

II. Coaching Competencies/Qualities

- A. Organization
  1. Staff meetings
  2. Practices
  3. Recruiting
  4. Recommending the purchasing of equipment and supplies
- B. Leadership
  1. Ability to make decisions
  2. Ability to delegate authority
  3. Aggressive but cooperative -- willing to listen and is free with credit to those who merit it
- C. Intercollegiate Relationships
  1. Is respected by league opponents and also nationally by his/her opponents
  2. Utilizes common sense in providing equal opportunities for opponents
     a. Movies
     b. Practice Periods
     c. Scouting
- D. Advancement
  1. Keeps informed of modern techniques, trends and strategies
  2. Evaluates the present system with staff and applies new trends where applicable

III. On the Field/Court Supervision

A. Organizes, supervises, coordinates and evaluates practice sessions
   1. Is concerned with the student-athletes' mental and physical well-being
   2. Is able to maintain poise during trying, challenging and tense situations

IV. Recruiting

A. Has an organized and effective recruiting system
B. Has good rapport with high school coaches throughout the state and with the bordering states
C. Is a willing traveler and good "sales person" for the University
D. Adheres to the guidelines of the University, Conference, State, Regional and National Associations (SUNYAC, NCAA, etc.)

V. Competitive Event

A. Pre-game -- assumes responsibility for bringing the staff and the team to the event physically, mentally and emotionally prepared for competition
B. During event -- maintains self-control and exhibits sportsmanship in relations with staff, players, officials, opponents and spectators
C. Post-game
   1. Accepts responsibility for outcome of event and in victory or defeat is able to congratulate or console team members
   2. Is able to carry on an intelligent common sense press interview
   3. Is receptive to high school prospects, alumni/ae and friends of the College

VI. Relationship with Players and Students

A. Uses all possible ethical means of motivation
B. Emphasizes values of competitive athletics, acceptable personal behavior and positive decision making
C. Serves always as an exemplary professional
D. Adequate communication with student groups, i.e., student government, school newspaper, cheerleaders, various student groups, etc.

VII. Administrative Relationship

A. Follows the philosophy and guidelines of the college, the conference, state, regional and national associations/organizations
B. Cooperates with the various facets of the college in matters of administration and business office procedures. Cooperates with the athletic administration on the implementation of athletic operational procedures.
C. Accepts constructive criticism and remains accountable for all actions and decisions

VIII. Competitive Performance Standards

A REASONABLE OR REPRESENTATIVE MINIMUM STANDARD OF PERFORMANCE MAY BE CONSIDERED TO BE AT LEAST A 50% AVERAGE OF WINS AND LOSSES OVER A THREE YEAR PERIOD AGAINST CONFERENCE OR TRADITIONAL COMPETITION ASSUMING THE POSSESSION OF COMPARABLE BUDGETS, RECRUITING RESOURCES, STAFF MEMBERS, FACILITIES, ATHLETIC PHILOSOPHY AND POLICIES WITH THE "COMPETITION."

A goal or objective of the athletic program (and of each individual sport) is to win the conference (or state or regional or national) championship. Similarly, if an **All Sports Championship** is awarded by a conference, it is the objective of this institution and athletic program to be competitive in the "search" for such a distinguished championship.

General Statement Regarding the Role of Head Coaches at SUNY Brockport

The success of an athletic program is determined by the coaches, to a very large extent. They must combine within themselves many qualities such as expert knowledge of a particular sport, skill in imparting this knowledge, supervision, considerable energy, and the ability to inspire a dedicated desire for excellence on the part of their team. The character and the personality of the coaches are vitally important. These qualities affect morale, they influence players, they are important in public relations, they are vital to successful recruiting and they often determine the degree to which a coach can weather failure and stand prosperity.

The head coach is directly responsible to the athletic director. The assistant coaches are responsible to the athletic director through the head coach.

Provided below are some specific job responsibilities which men and women coaches are expected to assume in their normal coaching endeavors.

1. To exert complete authority over all matters pertaining to the coaching of the team; such as supervising the practices, determining the training techniques, selecting the team members and traveling squad, and establishing norms for participation in the sports.
2. To recognize that an athlete's main purpose at the college is academic and, as a consequence, not permit the athlete's academic work to be adversely affected by an over-emphasis on sports.
3. To keep informed on all regulations of the NCAA and SUNYAC as well as specific rules of the college pertaining to intercollegiate athletics. The head coach is responsible for the observance of these regulations on the part of his/her assistants and players. The assistant coaches are expected to strive for complete understanding of the NCAA and SUNYAC rules, policies and procedures as are the head coaches.
4. To supervise the conduct of all athletes and managers on trips and to continually impress upon them the high standard of behavior that is expected of them by SUNY Brockport and the athletic program.
5. To be responsible for the physical condition of each member of his/her team. Not to allow or permit an athlete to play if in the

opinion of the team physician or athletic trainer it would be detrimental to the student-athlete's health.

6. To work with the athletic director or designee in the development of team schedules.
7. To recommend the selection of uniforms and equipment and supplies to the athletic director for their possible subsequent purchase.
8. To assist the athletic administration in regard to the arrangement of transportation, accommodations and meals in connection with road trips by scrupulously following all such arrangements made by the athletic director's staff.
9. To cooperate in public relations work under the direction of the athletic director and/or sports information director.
10. To work with the athletic director in the evaluation of officials for athletic games.
11. To be polite and helpful in his/her dealings with the press, radio and television personnel.
12. To obtain clearance from the athletic director and the college prior to endorsing a commercial product and/or accepting other employment (while under contract with the college) outside of the institution's athletic program which might conflict with duties and responsibilities owed to SUNY Brockport.
13. To submit to the athletic director at the conclusion of each playing season the names of those athletes whom he/she feels have earned awards for <u>confirmation</u>. All awards are subject to approval by the athletic director.
14. To submit to the athletic director, on a timely basis, all "end of season" reports and summaries.
15. To inform the athletic director of the suspension or release of any player from the team outlining (in writing) the cause and/or reason for the player's release. Whenever possible, this should be done prior to the suspension or release of the athlete.
16. To develop and recommend the budget for his/her sport to the athletic director for review, adjustment and eventual approval.
17. To assist the athletic director in the selection of individuals to be recommended for employment as assistant coaches.
18. To be responsible for assigning duties to the assistant coaches and to insure that they are carried out in a proper and timely manner. The assistant coaches are expected to abide by all the policies and regulations established by the College, the athletic arena and by the head coach. In instances where there are questions, the ruling of the athletic director shall prevail.
19. To be responsible for the recruiting of student-athletes under the NCAA and SUNYAC. All precautions must be taken to insure that no commitments are made to potential recruits that the University is not in a position to fulfill.
20. To assist in conduct of their own home contest(s) in cooperation with the home event manager(s).
21. To work as a member of a "team" in terms of the intercollegiate athletic program here at SUNY Brockport and to support the goals, aims and objectives as well as the procedures, practices and policies of this arena -- in actual day to day actions throughout an individual's association with the institution.
22. To demonstrate loyalty to the college, the athletic program, to one's fellow staff members and to the students.

23. To assist graduates in securing employment upon graduation or completion of their educational experience with SUNY Brockport.
24. To report results of contests immediately following each contest to the SID's office.
25. To work with the SID on all matters pertaining to that office's responsibility with the athletic arena. To help create -- with the assistance and guidance of the SID -- all printed materials needed for his/her particular sport(s).
26. To provide to the athletic director's office a list of all new recruits (and "walk ons") within fourteen days of the start of practice.
27. To monitor academic achievement of team members in and out of season.
28. To submit accurate travel itineraries along with list of individuals comprising the travel party for all away trips.
29. To be willing to counsel the student-athletes in personal and/or academic purposes.
30. To work with student organizations/clubs when requested (varsity club, major's club, honor fraternities/sororities, etc.).
31. To take responsibility for various fund raising projects, with permission of the athletic director.
32. To take part in student visitation programs.
33. To take part in the athletic Speakers Bureau.
34. To supervise equipment inventory and maintenance including field equipment. Inventory of each sport shall be completed by the head coach within 30 days following the completion of the season and shared with the athletic director's office.
35. To maintain records of individuals and teams within his/her sport(s) and to see to it that appropriate photos and certificates are properly displayed within Tuttle North.
36. To arrange for managers for the sport as well as statisticians.
37. To drive the vehicle used to transport team members if the bus is not available. To be responsible for obtaining drivers for vehicles for all away contests consistent with the college's policy regarding such drivers. (the college requires certification through Plant Management for van drivers). To insure that the team has a sufficient number of approved drivers for transporting the team to contests. All coaches should be approved drivers.
38. To insure that adequate game/meet statistics are compiled and evaluated and filed in an appropriate fashion.
39. To conduct approved off-season and pre-season conditioning programs.
40. To arrange for the athletes' physical examinations and eligibility forms to be completed as well as the NCAA participation form.
41. To report to the athletic trainer all injuries and to cooperate with the trainer in insuring that the INJURY REPORT FORM is adequately filled out and appropriate copies to be filed by the athletic trainer and a copy forwarded to the athletic director, within 48 hours of the incident.
42. To be reasonably physically fit and to determine a wellness and a positive image (personal and professional) in terms of appearance and actions.
43. To be totally responsible for all equipment for their team checked out by the coaching staff. All equipment must be returned to the

equipment room managers at conclusion of their season.

44. To supervise the student-athletes assigned to MANDATORY STUDY HALL within one's sport and to track the academic progress of the students participating in the sport.
45. In sports where the head coach is a part-time coach and the assistant(s) is(are) full-time, it shall be the responsibility of the assistant(s) to assume many of the day to day obligations such as eligibility, travel, equipment and supply requests, officials, budget, periodic requests, etc.

Part-Time Coaches

To meet the needs of an expanding intercollegiate athletic program and to provide the best possible coaching for our student-athletes, it becomes necessary at times to hire a coach on a part-time basis.

The responsibilities of part-time coaches shall be the same as a full-time coach. The only exception shall be in the rare case when the part-time coach is the head coach and there is a full-time assistant coach. In this case, many of the responsibilities of the head coach may and shall be assumed by the assistant coach, such tasks as can be accomplished more easily by someone who is on campus "the entire day" as a full-time staff member/coach. Such tasks as initiating travel requests, submitting vouchers, as well as a host of other tasks will be delegated from the part-time head coach to the full-time assistant coach.

The qualifications of a part-time coach should ordinarily be identical to that which would be expected of a full-time coach. The qualifications and experience of a part-time coach must be such as to warrant the selection and hiring of the individual on the basis of those qualifications and the experiences earned by the part-time candidate. The distinction is of time spent during the regular day/week and is not one of quality of coaching, skill or competency of the coach or level of athletic expectation either on behalf of the athletic program or students.

Memo To: All Athletic Coaches

From: Bill Stier - Athletic Director

Re: Information - expectations of coaches - a review

Date: 10/7/87

Several new coaches have asked me to elaborate on what athletic coaches should be expected to do in terms of their involvement within the athletic department.

I thought that I would share with you all some of my thoughts -- as I have shared at various times with many of you previously -- regarding the expectations of coaches by athletic administrators. These are in addition to or reinforce the expectations outlined in the athletic handbook.

(1) All fall sports must have approximately two weeks of pre-season practice in August -- necessitating that the players pay for their own meals and that the coach live (sleep) in the dorm with the athletes (or else that the athletes have off campus living accommodations.

All winter sports must have approximately two - three weeks of interim practice in December and/or January - necessitating that the players pay for their own meals and that the coach live (sleep) in the dorm with the athletes (or else that the athletes have off campus living accommodations.

(2) There is a need to spend considerable amount of time in recruitment activities.

Specifically, it should be recognized that *recruitment* of student-athletes is a MUST. Counting on "walk-ons" simply won't suffice in any intercollegiate sport, today.

There is a need to spend (at a minimum) approximately 2-3 hours a night, twice a week, for three to four months working on recruitment (phone calls, writing letters, visiting with coaches, visiting with prospects and members of their families). ADDITIONALLY, there is need

to spend several hours each week (daytime) on the campus giving prospects and their parents tours of the campus, etc.

(3) There may be a need to drive to local schools and to coaches homes and to prospect's homes (at one's own expense) to facilitate recruitment of quality student-athletes.

(4) There *needs to be a desire to be very competitive* -- that is, to strive for success within the SUNYAC, NYSWCAA and within the NCAA. *The philosophy of "playdays" or recreational activities belongs under the umbrella of recreation -- not NCAA division III intercollegiate athletics.* While "fun" is a major objective of the experience, the teams still keep score and our athletes expect and demand excellence in coaching/teaching of the intercollegiate sport and excellence in recruitment of quality student-athletes who will help the team be competitive locally, regionally and nationally.

(5) Any faculty member who would want to become a coach within the athletic department must be able to make a commitment of a minimum of three years as a coach of the sport.

I just wanted to try and put down on paper some of the expectations, as I see them from my perspective as Athletic Director, of individuals desiring to serve as coaches of intercollegiate sports here at SUNY Brockport. This memo can serve as a reminder to those with whom I have had similar conversations and as new information to those who have joined our staff this year and have not had an opportunity to hear these thoughts directly from me.

I believe that everyone can readily see why coaching is such a demanding activity. I want to be sure that I continue to paint a realistic picture of what a successful and dedicated coach goes through on the college level, NCAA division III, here at SUNY Brockport. That is why this department has implemented the policy (8/25/83) of never forcing a faculty member or a part-time employee into assuming a coaching position since it would be totally unfair to expect any faculty member to assume such responsibilities unless that individual desired such responsibilities and would be willing, able and anxious to perform the work which takes up hours and hours of extra effort which is so necessary for success in athletics.

A point which we can never forget, however, is that no matter what an individual coach does or does not do, there is still the matter of the "unknown" -- those factors, outside of the coach's control, which will have a true, a very real effect (positive or negative, most of the time negative) upon the well-being of the individual athletic team and the athletic program. I am referring to such factors as injuries, changed minds of athletes, failure of athletes to pass courses, failure of financial assistance to materialize, disregard of rules by athletes, etc. These are the factors are give us in the arena of intercollegiate athletics our grey hairs -- and these are the factors which also separate the truly successful coach from the mediocre coach because the coach who can be consistently successful in light of (in spite of) the handicaps or limitations or frustrations of the "coaching scene" is the truly competent, professional in the coaching ranks.

If anyone has any questions, suggestions or comments regarding the above (or regarding the expectations outlined in the athletic department handbook), please let me know.

Thanks.

William F. Stier, Jr., Ed. D.
Director of Intercollegiate Athletics
Professor of Physical Education and Sport

cc: athletic administrative staff, file

EXHIBIT C

STUDENT-ATHLETIC ASSESSMENT FORM (SAAF)

by:

Dr. William F. Stier, Jr.
Director of Intercollegiate Athletics
Professor of Physical Education and Sport
State University of New York
College at Brockport
Brockport, New York 14420

(716) 395-5331

Mr. Larry Humm
Coordnator of Evaluation Services
State University of New York
College at Brockport
Brockport, New York 14420

June 15, 1988

STUDENT-ATHLETE ASSESSMENT FORM (SAAF)

An Instrument to assess the total athletic experience as perceived by the student-athletes involved

Sport: _____ Date: _____

I. **Student Background**

1. Year in school

   1 = freshman
   2 = sophomore
   3 = junior
   4 = senior
   5 = fifth year or graduate student

2. I transferred from another college prior to coming to this institution.

   1 = yes 2 = no

3. Number of seasons I have participated in this sport at this institution.

   1 2 3 4

4. Number of seasons I have earned a varsity certificate or letter in this sport at this institution.

   1 2 3 4

5. How frequently were you a starter this season?

   1 = Never 2 = Occasionally 3 = Often 4 = All the time

STUDENT-ATHLETE ASSESSMENT FORM (SAAF)

II. Assessment of Athletic Experience

For each of the following statements, rate the degree with which you either agree or disagree by using the scale of:

1 = strongly agree
2 = agree
3 = neutral position
4 = disagree
5 = strongly disagree

6. The coach has a good knowledge of the sport.
7. The coach clarified concepts by use of examples and illustrations.
8. This past year's athletic experience was interesting and challenging to me.
9. I did enjoy the practices.
10. The coach did not seem concerned that student-athletes mastered skills and increased knowledge in the sport.
11. The athletic experience was well-organized.
12. The coach presented the athletic experience in a positive fashion.
13. The coach made timely and appropriate coaching decisions during athletic contests.
14. The coach's selection of starters was fair and adequate.
15. I would like to be coached by this individual again.
16. The coach was not available to me outside of the formal practice sessions.
17. The athletes attended practices on time.
18. The travel arrangements for the team were well-organized and managed properly.
19. I found this season's athletic experience enjoyable.
20. I was able to take pride in the team's performance this season.

21. Knowing now what I know about this past athletic season, I would come out for the team once again and participate throughout the entire season.

    Comments

22. I have become more proficient in this sport activity as a result of my experience in this season.

23. The coach was inconsistent in his/her treatment of all athletes.

24. The coach failed to provide adequate feedback and input into my athletic performance (strengths and weaknesses).

25. The coach was aware of safety factors in practices and actual contests.

26. I did enjoy the actual contests.

27. I missed too many classes due to my athletic involvement this past season.

28. I was satisfied with the team's overall performance.

29. I had insufficient opportunities to display my athletic talent to the coaching staff in practices and game situations.

30. I felt comfortable speaking with the coach outside of the practice/game situations.

31. The uniforms for this sport were adequate.

32. I did not feel that this athletic experience was a worthwhile experience.

33. I view the total athletic program at SUNY Brockport to be adequate.

34. The coach played favorites.

35. The coach respected students.

36. I did not respect the coach.

37. The coach intimidated me and/or other students.

38. The coach appeared to be sensitive to students' feelings and problems.

39. The coach's behavior, mannerisms, and/or language embarrassed me at times.

40. The coach provided an adequate physical training program.

41. The coach enforced team rules and regulations fairly and consistently.

42. The coach demonstrated competency and knowledge, and follow-up in sports medicine.

43. The coach failed to provide for adequate discipline within the athletic program/team/squad.

44. The coach was familiar with the rules and regulations of the sport.

45. The coach appropriately utilized audio-video and teaching aids.

46. The coach failed to adequately scout opponents.

47. The coach had reasonable fund-raising activities (if any).

48. The coach established reasonable team rules.

49. The coach demonstrated competency and knowledge in the conditioning aspects of the sport and team.

50. The coach does not seem to be interested in coaching.

51. I was satisfied with my individual performance if the season is viewed as a whole.

52. The coach presented a positive image as a coach.

53. The coach's mannerisms contributed to a successful athletic experience for the students.

54. The coach seemed to be abreast of the newest developments in his/her sport.

55. The coach humiliated athletes.

56. The coach failed to provide constructive criticism for athletes.

57. The coach placed too much emphasis on winning and losing.

58. I like the coach.

59. The coach was able to communicate with the athletes.

60. The coach showed concern and enthusiasm for the sport program.

61. The coach failed to increase my understanding and skill level in this sport significantly.

62. The team accomplished many of the objectives which should have been realized in light of available talent and existing circumstances.

63. During the season the coach behaved as a professional, in all respects.

64. The pre-season experience (if any) was appropriately conducted.

65. I felt comfortable speaking with the coach during and/or after practice sessions.

    Comments:

66. The practices were well-organized.

67. The home site facilities were adequate.

    Comments

68. The Sports Information Office's efforts (news releases) were adequate.

69. I knew what was expected of me as a student-athlete.

70. The coach treated officials with respect and dignity.

71. The food arrangements on away trips were satisfactory.

72. The sports medicine (athletic training) staff and facilities added to the athletic experience rather than detracting from it. **Please provide a narrative response.**

73. What could this coach do to become an even better coach? **Please provide a narrative response.**

74. What were the strengths/weaknesses which you brought to the squad this season? **Please provide a narrative response.**

75. What weaknesses (if any) did you find in your athletic experience this season, and what suggestions do you have for eliminating these apparent weaknesses? **Please provide a narrative response.**

76. What strengths or positive aspects (if any) do you find in this athletic experience as it currently exists? **lease provide a narrative response.**

77. What strengths do you find in the coach - both as a person and as a coach? **Please provide a narrative response.**

78. How could you improve your contributions to the team/squad? **Please provide a narrative response.**

Date: 6/15/88 - revised

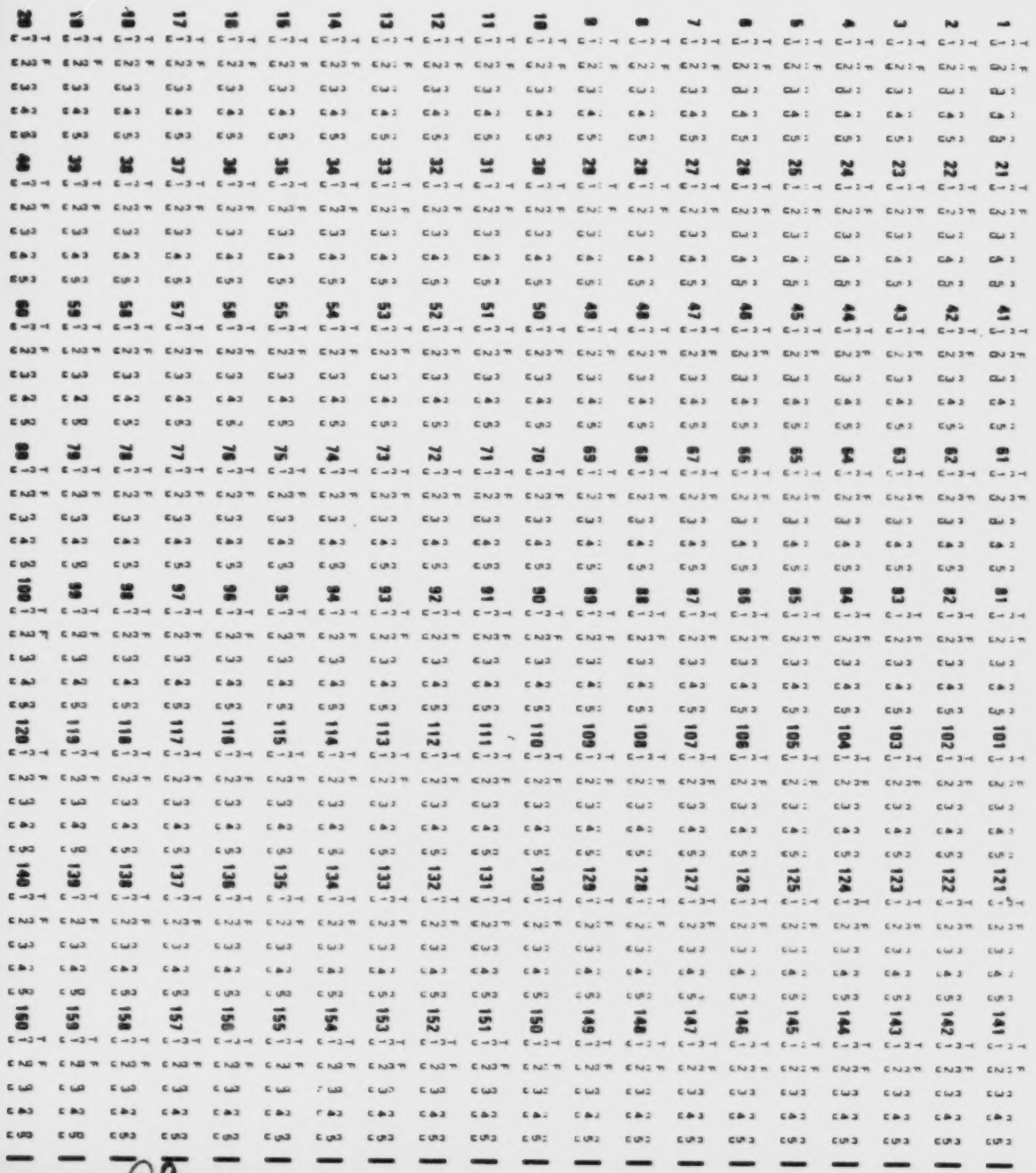
STUDENT-ATHLETE ASSESSMENT FORM (SAAF)

Summary of Different Categories

1. "A" -- **Coach's Skills & Knowledge in the Sport**
2. "B" -- **Interpersonal Relationships with Student-Athletes**
3. "C" -- **Teaching/Coaching Techniques** (including the use of feedback) **in the Sport**
4. "D" -- **Organizational and Administrative Skills and Structure in the Sport**
5. "E" -- **Coach's Behavior & Image** (mannerisms and language) **in Coaching the Sport**
6. "F" -- **Physical Conditions & Resources Available for the Sport**
7. "G" -- **Students' Perceptions** (attitudes, enjoyment, experiences and feelings) **of Their Experience in the Sport**
8. "H" -- **Background & Status** (general information about the student-athlete)

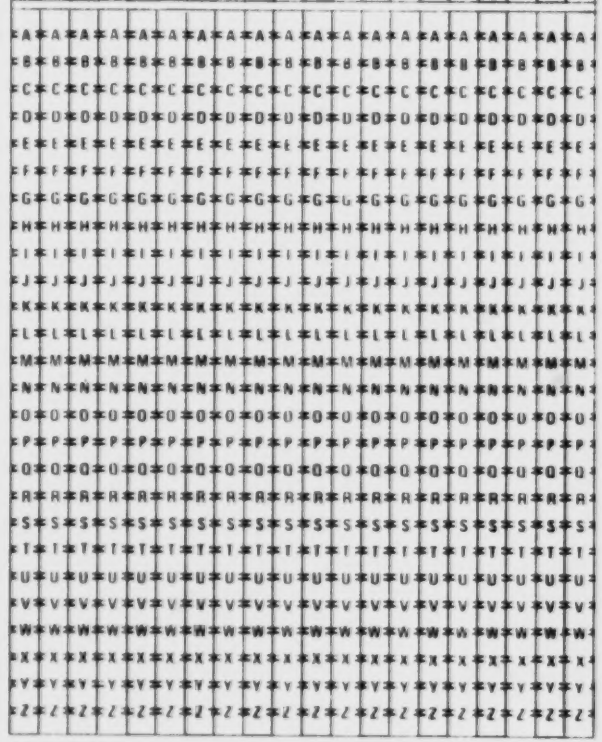
INSTRUCTOR _____ DEPT. _____ COURSE _____

5037



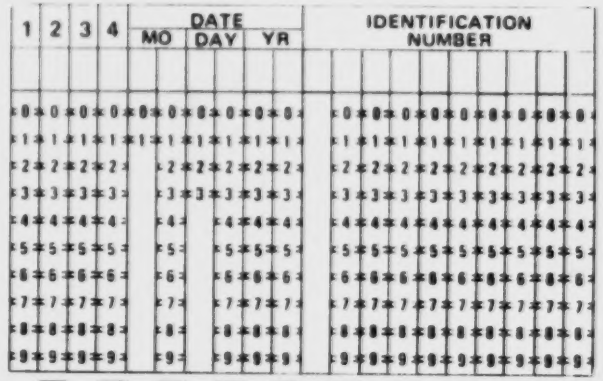
PRINT YOUR NAME IN THE BLOCKS PROVIDED BLACKEN THE CORRESPONDING LETTER IN EACH GRID

LAST NAME | FIRST | MI



USE A #2 PENCIL

1	2	3	4	DATE MO	DATE DAY	DATE YR	IDENTIFICATION NUMBER



SUNY COLLEGE AT BROCKPORT

EXHIBIT D

EXHIBIT E

Scale 1: Coach's Skills & Knowledge Score: 1.84 Ave. Other Teams: 2.11

	Omit	1	2	3	4	5	Item Ave.
Question 6: Coach Knowledge	0	50	21	2	0	0	1.34
Question 40: Training Good	0	35	25	8	3	2	1.79
Question 42: Coach Sports Medicine	0	19	26	23	5	0	2.19
Question 44: Coach Familiar Rules	0	43	21	7	1	1	1.58
Question 49: Coach Conditioning	0	36	29	7	1	0	1.63
Question 54: Coach Abreast	0	20	38	13	2	0	1.96
Question 56: Coach Constructive Criticism	1	17	23	20	9	3	2.42

Scale 2: Interpersonal Relationships Score: 2.04 Ave. Other Teams: 2.17

	Omit	1	2	3	4	5	Item Ave.
Question 10: Coach Concerned	1	30	26	6	9	1	1.96
Question 16: Coach Available	0	34	20	6	9	4	2.03
Question 23: Coach Inconsistent	0	22	24	15	9	3	2.27
Question 30: Felt comfortable with Coach	0	25	28	14	2	4	2.07
Question 34: Coach played Favorites	1	17	24	13	9	9	2.57
Question 35: Coach Respected	0	27	30	14	1	1	1.89
Question 36: Not Respect Coach	0	46	13	6	5	3	1.71
Question 37: Coach Intimidated	0	25	22	18	7	1	2.14
Question 38: Coach sensitive	0	12	29	22	8	2	2.44
Question 50: Coach Not Interested Coaching	2	52	11	3	4	1	1.46
Question 55: Coach Humiliated	0	23	27	8	10	5	2.27
Question 58: I like Coach	0	27	32	11	2	1	1.88
Question 59: Coach Communicate	0	18	47	6	1	1	1.90
Question 60: Coach Concerned	0	32	26	10	4	1	1.85
Question 65: Speaking With Coach	3	21	25	19	4	1	2.13

Scale 3: Teaching/Coaching Techniques Score: 2.26 Ave. Other Teams: 2.30

	Omit	1	2	3	4	5	Item Ave.
Question 7: Coach Clarified	0	29	33	11	0	0	1.75
Question 13: Decisions	0	4	34	25	7	3	2.60
Question 14: Selections Fair	0	15	26	18	12	2	2.45
Question 22: More Proficient	0	21	36	12	3	1	2.00
Question 24: Coach give Feedback	0	18	23	18	13	1	2.40
Question 29: Chance to Show Talent	1	10	16	18	18	10	3.03
Question 45: Used Audio-Visual	0	21	34	15	0	3	2.04
Question 46: Scout Opponents	0	26	27	13	4	3	2.05
Question 56: Coach Constructive Criticism	1	17	23	20	9	3	2.42
Question 57: Coach Too Much Win Loose	0	16	30	20	7	0	2.25
Question 61: Coach failed increase Understa	0	24	20	20	7	2	2.22
Question 69: Knew what was Expected	0	21	37	11	4	0	1.97

Scale 4: Administrative Skills	Score: 2.01	Omit	1	2	3	4	5	Ave. Other Teams: 2.53 Item Ave.
Question 11: Organized		0	34	27	5	5	2	1.82
Question 12: Positive Fashion		1	35	25	11	0	1	1.71
Question 17: Attended on Time		0	30	35	7	1	0	1.71
Question 18: Travel Good		0	23	40	9	1	0	1.84
Question 27: Missed Classes		0	35	19	12	4	3	1.92
Question 41: Coach Enforced Rules		0	35	27	7	3	1	1.74
Question 43: Coach Discipline		0	31	25	11	3	3	1.93
Question 47: Fund Raising		6	1	3	41	12	10	3.40
Question 48: Reasonable Team Rules		0	13	36	14	9	1	2.30
Question 64: Pre-season Appropriate		0	26	35	9	3	0	1.85
Question 66: Practice Organized		0	31	32	6	3	1	1.78
Question 71: Food arrangements good		0	15	36	12	6	4	2.29

Scale 5: Coach's Behavior & Image	Score: 1.82	Omit	1	2	3	4	5	Ave. Other Teams: 2.35 Item Ave.
Question 39: Coach Embarassed		0	34	23	8	5	3	1.90
Question 52: Coach Positive		0	34	33	3	2	1	1.67
Question 53: Mannerisms Good		0	25	31	16	1	0	1.90
Question 63: Coach Professional		0	30	29	9	3	2	1.88
Question 70: Coach Treated Officals		0	28	37	8	0	0	1.73

Scale 6: Conditions & Resources	Score: 2.77	Omit	1	2	3	4	5	Ave. Other Teams: 2.85 Item Ave.
Question 31: Uniforms Good		0	8	19	13	8	25	3.32
Question 67: Home Site good		3	15	31	15	7	2	2.29
Question 68: Office's Good		0	11	20	26	12	4	2.70

Scale 7: Students' Perceptions:	Score: 2.19	Omit	1	2	3	4	5	Ave. Other Teams: 2.31 Item Ave.
Question 8: Interesting		0	31	27	11	1	3	1.88
Question 9: Enjoyed Practice		0	13	23	26	8	3	2.52
Question 15: Want Again		0	32	26	10	2	3	1.88
Question 19: Season Enjoyable		0	23	36	6	5	3	2.03
Question 20: Take Pride		0	22	30	15	3	3	2.11
Question 21: Come Again		7	37	16	10	2	1	1.70
Question 26: Enjoyed Contest		0	40	22	7	2	2	1.68
Question 28: Satisfied Performance		0	8	27	25	10	3	2.63
Question 32: Not Worthwhile		1	28	18	11	7	8	2.29
Question 33: Program at Brockport		1	8	33	26	4	1	2.40
Question 51: Satisfied Performance		2	13	26	14	13	5	2.59
Question 62: Team Accomplished		0	10	26	28	8	1	2.51

Scale 8: Background & Status	Score: 1.98	Omit	1	2	3	4	5	Ave. Other Teams: 2.08 Item Ave.
Question 1: Year		0	31	15	14	11	2	2.15
Question 2: Transfered		0	17	55	1	0	0	1.78
Question 3: Season		0	41	16	7	9	0	1.78
Question 4: Varsity		15	38	7	8	5	0	1.66
Question 5: Frequency		10	19	15	4	25	0	2.56

State University of New York

College at Brockport

INTERCOLLEGIATE ATHLETICS

Instrument for the Assessment of Coaching and Athletic Administrative Activities (IACAAA)

Name of Coach: _____

Sport: _____ Year: _____

A. ELIGIBILITY

1. The student-athletes attended the scheduled NCAA eligibility meeting(s). _____

   Comments:

2. The student-athletes possessed the proper information to complete the eligibility paperwork. _____

   Comments:

3. The majority of the student-athletes arrived on time to receive their physical examinations on the assigned date(s). _____

   Comments:

4. The roster information was given to the eligibility coordinator when requested -- in a timely fashion and in an appropriate format. _____

Comments:

5. Athletes and the coach(es) replied promptly regarding memos and verbal requests concerning eligibility from athletic administrators. _____

Comments:

6. The coach demonstrated appropriate knowledge of the NCAA rules and regulations (black "BIBLE") as it pertains to the sport in which the individual serves as coach: _____

Comments:

B. HOME EVENT MANAGEMENT

1. The coach cooperated with athletic staff in regards to:

a. pre-game preparation _____
b. work-study staff _____
c. special events (hospitality, awards) _____

Comments:

2. The coach gave the administrative staff sufficient home event management information and appropriate time consideration to fulfill tasks: _____

Comments:

3. The coach provided accurate complimentary pass lists, on a timely basis, prior to contests: _____

Comments:

C. TRANSPORTATION

1. The coach completed (in an accurate and appropriate fashion) and returned requests for transportation forms within the specified time frame: _____

Comments:

2. The coach provided, on a timely basis, accurate information regarding vehicle (special arrangements) needs: _____

Comments:

3. The coach was aware and abided by the rules and regulations of vehicle pick-up and drop-off: _____

Comments:

4. The coach communicated, accurately and on a timely basis, information (if any) concerning vehicle problems: _____

Comments:

D. LODGING

1. The coach provided accurate information regarding lodging needs: _____

   a. travel squad: _____
   b. room needs: _____
   c. meal arrangements: _____

   Comments:

E. SCHEDULING

1. The coach provided adequate and accurate feedback regarding the present schedule for the team: _____

   Comments:

2. The coach provided adequate and accurate feedback regarding future schedules for the team: _____

   Comments:

3. The coach became involved, in an appropriate manner, with the scheduling process: _____

   Comments:

F. ATHLETIC TRAINING - SPORTS MEDICINE

1. The coach showed interest in the health care of the athletes: _____

   Comments:

2. The coach was supportive of and worked cooperatively with members of the athletic training staff regarding the health care, injury treatment and follow-up activities concerning the athletes: _____

Comments:

3. The coach assisted, in an appropriate and timely fashion, in the supervision of the student-trainers: _____

Comments:

4. The coach is knowledgeable concerning the policies and rules/regulations (for the coaching staff and for the student-athletes) governing the training facility: _____

Comments:

5. The student athletes understood the policies and rules/regulations of the training room and behaved appropriately in terms of their responsibilities with the training staff and the training facility: _____

Comments:

G. ATHLETIC BUDGETING PROCESSES

1. The coach understood the budgetary process as it pertains to his/her sport: _____

Comments:

2. The coach provided, in an appropriate and accurate fashion, data dealing with the sport(s) budget request(s): _____

Comments:

H. EQUIPMENT ROOM/FACILITY

1. The coach worked with and provided the equipment room staff with appropriate, timely and accurate information dealing with:

a. need for equipment and supplies: _____
b. laundry needs: _____
c. inventory needs: _____
d. sign-out of equipment and supplies: _____
e. check-out and return of equipment and supplies: _____

Comments:

2. The student athletes worked with and provided the equipment room staff with appropriate, timely and accurate information dealing with:

a. need for equipment and supplies: _____
b. laundry needs: _____
c. inventory needs: _____
d. sign-out of equipment and supplies: _____
e. check-out and return of equipment and supplies: _____

Comments:

I. WORK-STUDY

1. The coach demonstrated that s/he understood the rules and regulations governing work-study on this campus and utilized work-study personnel in an appropriate and meaningful fashion: _____

Comments:

2. The coach provided, in a timely basis and in an accurate fashion, requested information dealing with work-study needs and the evaluation of work study personnel (if any): _____

Comments:

3. The coach adequately and in an appropriate fashion made his/her needs known to the athletic administrative staff insofar as work-study students are concerned: _____

Comments:

J. SECRETARIAL AND SUPPORT SERVICES

1. The coach makes appropriate and timely requests of secretarial and support services: _____

Comments:

2. The coach was cognizant of the various office priorities within the athletic department and made appropriate requests in light of such priorities and available resources: _____

Comments:

K. SPORTS INFORMATION

1. The coach adequately, in a timely and efficient fashion, gave accurate and appropriate team and individual information to the Sports Information Office: _____

Comments:

2. The coach saw to it that the Sports Information Office received accurate and timely reports on all scores of home and away contests: _____

Comments:

3. The coach complied with all requests from the Sports Information Office: _____

Comments:

L. GENERAL

The Coach worked -- generally speaking -- in an effecient, effective, timely and appropriate manner with the athletic administrative and support staff in the following areas:

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Eligibility	____	____	____	____	____
Home Event Man.	____	____	____	____	____
Transportation	____	____	____	____	____
Lodging	____	____	____	____	____
Scheduling	____	____	____	____	____
Ath. Training	____	____	____	____	____
Budget Process	____	____	____	____	____
Equipment Room	____	____	____	____	____
Work Study	____	____	____	____	____
Secretarial	____	____	____	____	____
Sports Infor.	____	____	____	____	____

Note: This form is completed based upon information and input provided to the Athletic Director by various members of the athletic administrative and support staff -- based upon the subjective and/or objective judgement of the various members of the athletic administrative and support staff and the Athletic Director.

The Athletic Director shall make the content of this form available to the head coach in question, following the conclusion of the season in which the individual serves as head coach.

This *Instrument for the Assessment of Coaching and Athletic Administrative Activities* (IACAAA) shall be used in conjunction with the *STUDENT-ATHLETE ASSESSMENT FORM* (SAAF) in the creation of a report, drafted by the Athletic Director and shared by the Athletic Director with the individual head coach in question, following the regular season activities of the sport.

12/10/87 prepared by WFS

. . . end . . .

OFFICIAL'S POST GAME COMMENT SHEET EXHIBIT G

State University of New York
Department of Intercollegiate Athletics
Brockport, New York 14420

In an effort to continually assess the HOME MANAGEMENT ADMINISTRATION as well as the GAME CONDUCT OF OUR ATHLETES AND COACHING STAFF, I am requesting your assistance in completing the brief form provided below.

The form will be used to help all of us involved in the intercollegiate athletic program become more effective and efficient in our goal of providing the very best in NCAA athletic competition for our athletes, the officials and for the spectators.

William F. Stier, Jr., Ed. D. -- Athletic Director

OFFICIAL'S POST GAME COMMENT SHEET

Circle One

Yes No (1) Were you appropriately greeted upon your arrival on campus? Comments: _____

Yes No (2) Did the SUNY Brockport athletes conduct themselves appropriately? Comments: _____

Yes No (3) Did the SUNY Brockport coaching staff conduct themselves appropriately? Comments: _____

Yes No (4) Did the student workers adequately perform their duties at the athletic contests? Comments: _____

Yes No (5) Did the athletic administrative staff conduct themselves appropriately? Comments: _____

Yes No (6) Did you have appropriate/suitable dressing and showing facilities? Comments: _____

Yes No (7) Did the athletic training staff conduct themselves appropriately? Comment: _____

Yes No (8) Were the facilities adequately prepared and maintained for the contest? Comments: _____

Please either return the completed form to the STUDENT HOST *following the contest you officiated or mail to:* Dr. William F. Stier, Jr., Athletic Director, SUNY Brockport, Brockport, New York 14420 at your earliest convenience.

Name (optional): _____

Sport Officiated: _____

EXHIBIT H

END OF SEASON REPORT

SPORT _____ COACHES SIGNATURE _____

ACADEMIC YEAR _____ DATE OF REPORT _____

1. Number of students who tried out for team who were "walk ons"?
   _____
2. Number of recruited students who tried out for team? _____
3. Number of "walk ons" who made team? _____
4. Number of recruited students who made team? _____
5. Number of final team members? _____
6. If any individuals LEFT team or were DISMISSED, please provide details on back of form or on attached sheet. Did any athletes leave team or were any dismissed? _____
7. Submit a correct final roster with this report along with the recommendations of "awards" and/or special "distinctions" (such as most valuable, etc.). Is such data attached?_____
8. Please indicate whether there were any serious/major problems or difficulties at any time during the season:

   _____

   _____
9. Please provide highlights of the past season: (include records broken/tied on this sheet or attached sheet).

   _____

   _____
10. Number of athletes returning next year and their year in school as of next year:

    Sophomore_____ Junior_____ Senior_____
11. Number of athletes who graduated or who will not be returning.
    _____
12. Recommendations and Suggestions _____

    _____

13. Recruiting plans for next year - be specific _____

_____

_____

14. General comments on your effectiveness this season: the effectiveness of your "charges"; the success or lack of success this past season; the potential or likelihood of success in the immediate future -- next 3 years.

_____

_____

_____

_____

_____

_____

_____

_____

15. Provide summary of contests played, results and final standings on attached sheets. Is such information provided?

_____

1

EXHIBIT I

Memo To: All Head Coaches - 1987-88 Academic Year

From: William F. Stier, Jr., Athletic Director

Re: Completing the attached ATHLETIC ADMINISTRATIVE ASSESSMENT, EVALUATION AND REVIEW FORM (AAAERF)

Date: 4/22/88

Once again it is that time of year that we here in the administrative suite solicit your input in terms of how you perceive the support mechanism which has been put into place and implemented, insofar as you and your sport(s) are concerned, during the 1987-88 academic year.

Please find a revised review form which I would appreciate your completing and returning to Gale Player, no later than 5/1/88. Gale will then compile and summarize all of the findings for our review. Then, all of the administrative staff members (myself included) will get together and review the tabulated and summarized results in an effort to (a) review positive input (motivation) for any areas which deserve such comments as well as to (b) review areas which you (as coaches and members of the athletic program) have made suggestions insofar as how we may better serve you and your program and help facilitate your efforts to be head coaches on the NCAA division III level.

Hopefully, the completion of the attached ATHLETIC ADMINISTRATIVE ASSESSMENT, EVALUATION AND REVIEW FORM will enable you, as coaches, to share your thoughts with us so that we (as facilitators) might be able to continue doing those things which help you and your athletes as well as to change some "things" in an effort to do an even better job of assisting you in your efforts.

I have often asked our student-athletes the following four questions:

(1) did you enjoy your recent athletic experience?
(2) did you take pride in what you or your team members accomplished?
(3) would you do it all over again (the recent athletic season) now that you have the added advantage of hindsight?
(4) did you learn something, through your recent athletic experience, which has or will benefit you as a person?

It would be appropriate to ask these identical questions of you as coaches within the SUNY Brockport athletic program. If you -- as a head coach -- can answer YES to even one of the four questions, then you have had a pretty good season or year. If YES is the answer to two of the questions, you have had a fine total experience. If you can say YES to three of the questions, you had a great year. And, if you can say YES to all four questions -- the 1987-88 has been an outstanding experience for you as a coach.

Hopefully, everyone can respond internally with at least one YES. If not, then I -- as athletic director -- have failed you and I am sorry. If not, then you and I and your players and the other athletic administrators have failed to create a meaningful athletic experience insofar as the head coaching position is concerned. And, we need to address that situation so that you can have a more positive perception and a more enjoyable and meaningful coaching experience.

Thanks, in advance, for taking the time to complete the attached form. If you have any questions, please do not hesitate to let either Gale or myself know.

William F. Stier, Jr., Ed. D.
Director of Intercollegiate Athletics
Professor of Physical Education and Sport

cc: Gale, file

EXHIBIT I

ATHLETIC ADMINISTRATIVE ASSESSMENT EVALUATION AND REVIEW FORM
1987-1988 ACADEMIC YEAR

Please read each item below and mark the appropriate space indicating whether you STRONGLY AGREE; AGREE; have NO OPINION; DISAGREE; or STRONGLY DISAGREE.

Please respond to each question or item in light of the current academic year (1987-1988).

1. The athletic administrative staff (within Tuttle North) adequately supported my sport this year in terms of budgetary matters in light of what monies are available.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

2. The central administration (outside Tuttle North) adequately supported my sport this year in terms of budgetary matters in light of what monies are available.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

3. The Sports information Office adequately met the needs of my sport.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

4. The Work-Study aspect of the athletic administration during this year was adequate for my sport.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

5. The scheduling of contests for my sport during this year was adequate.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

6. The determination of eligibility of the athletes for my sport during this year was handled adequately.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

7. The athletic training (sports medicine) support and assistance provided for my sport was adequate this year.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

8. The scheduling of transportation for my sport this year was adequate.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

9. The quality of transportation (college vehicle) for my sport this year was adequate.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

10. The home event management activities for my sport was adequate.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

11. The securing of officials for my sport was adequate.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

12. The typing and office support available for my sport on campus was adequate.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

13. The budget construction process for my sport was adequate.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

14. The inventory process for my sport was adequate.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

15. The storage and care of equipment and supplies for my sport was adequate.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

16. The athletic administrative staff (within Tuttle North) generally showed genuine support for my sport.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

17. The central administration (outside Tuttle North) generally showed genuine support for my sport.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

18. The scheduling of indoor and/or outdoor facilities for my sport (practice and contests) was adequate.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

19. The athletic handbook provides an adequate reference source for the athletic department's policies, practices and procedures.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

20. The coaching staff in my sport has adequate input into the selection of and purchase of equipment and supplies.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

21. The maintenance of indoor and outdoor facilities by PLANT MANAGEMENT for my sport has been adequate.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

22. There was adequate communication between the athletic administrative staff members within Tuttle North and myself (and members of my coaching staff).

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

23. The athletic director has demonstrated an honesty and an openness in his dealings with me and my sport.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

24. The athletic director adequately communicates the reasons for his decisions as far as my sport is concerned and in terms of the total sports program.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

25. The athletic director represents and/or defends my sport and/or the athletic program adequately to the appropriate constituencies, on and off campus.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

Comments: _____

_____

26. Overall, I would judge the effectiveness of the athletic director to be:

Exceptional	Superior	Good	Inadequate	Totally Unacceptable

Comments: _____

_____

27. The greatest strength of the athletic director rests in:

_____

_____

28. The athletic director could be more effective by:

_____

_____

29. The greatest strengths of the total Tuttle North athletic administrative staff rest in:

_____

_____

30. How could the total athletic administrative staff do an even better job for this sport?

_____

_____

31. The suggestion(s) which I would like to share, and which might have the most significant and far-reaching POSITIVE consequences in terms of my sport, include:

_____

_____

32. The suggestion(s) which I would like to share, and which might have the most significant and far-reaching POSITIVE consequences in terms of the total athletic sports program at SUNY Brockport, include:

_____

_____

Please return this form to Gale Player who will tabulate the raw data onto a master summary report form (typed) for presentation to the Athletic Director. The Athletic Director shall then share the summarized, typed, data report with the athletic administrative staff in a continuing effort to improve the service and assistance to all the athletic teams, coaches and athletes.

I thank you for your continued willingness to assist us upgrade the quality of the intercollegiate athletic program here at SUNY Brockport.

Peace.

William F. Stier, Jr., Ed. D.
Director of Intercollegiate Athletics
Professor of Physical Education and Sport

. . . *end* . . .